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ABSTRACT

This publication provides leaders of public school adult education programs with a practical guide to the organization and content of a workshop for women who desire to return to work. The section on organization (part I) presents the rationale for a workshop and treats such basic matters as the selection of the workshop leader, and promoting and conducting a workshop. The section on scope (part II) gives a session-by-session account of the actual workshop. The appendix (part III) provides a bibliography as well as information about education and training programs for adults. (NL)

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ED134737

BACK TO WORK

Workshop for Women

A SUGGESTED COURSE OF STUDY DESIGNED FOR PUBLIC SCHOOL ADULT EDUCATION PROGRAMS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This publication provides leaders of public school adult education programs with a practical guide to the organization and content of a workshop for mature women who desire to return to work. The section on organization presents the rationale for such a course. It also treats such basic matters as the selection of the workshop leader, the promotion of the workshop, and the conducting of such a workshop. The section on scope gives a session-by-session account of the actual workshop. The appendix provides a bibliography as well as information about education and training programs.

Deep appreciation is expressed to Mrs. Henrietta F. Rabe, Associate, Bureau of Special Continuing Education, for her tireless and devoted efforts in carefully gathering and organizing the material for this publication and for writing the manuscript.

Appreciation is expressed for the interest and valuable contributions of the following individuals:

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- Miss Elizabeth J. Ewell, Associate, Bureau of Guidance, New York State Education Department, for reading the manuscript and making numerous suggestions which have strengthened and enriched its content
- Miss Carolyn Green, Associate Employment Consultant, Counseling, and Dr. Pauline K. Anderson, Associate Employment Consultant, Testing and Test Development, Division of Employment, New York State Department of Labor, for their helpful advice and for their recommendations regarding cooperative relationships between schools offering the workshop and the New York State Employment Service.

Appreciation is also expressed to the following individuals who pioneered in job counseling for women, and whose experiences contributed significantly to the preparation of this publication: Miss Ann Cronin, Direc-

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This project was developed under the guidance of Dr. Vivienne Anderson, then Chief of the Bureau and now Director of the Division of the Humanities and the Arts. The manuscript was edited and prepared for publication by Vernon C. Alleyne, former Associate, Bureau of Continuing Education Curriculum Development.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
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INTRODUCTION

Women today are a very important part of the nation's work force. It is no longer considered unusual for a woman to maintain her responsibilities as a homemaker while enjoying a career outside the home. Currently, there are 2½ million women workers in New York State, representing over a third of the State's manpower.

The nature of New York's women workers has changed appreciably during the past decade. Today the average working woman is married, has reached her fortieth birthday, and finds herself engaged in a wide variety of occupations outside the home. Although the largest number work in clerical occupations, 13 percent are engaged in professional or technical work, and this number is growing rapidly.

More than in any previous generation, it is now possible for men and women to make a variety of choices concerning their roles in life. However, for the woman who has spent 20 or more years as a homemaker, this choice is not easily made. In many cases women do not realize that they have any choice, or that they are wanted and needed as workers.

Clearly, there is a need to provide information and guidance on opportunities for mature women in employment—information on opportunities equal to their abilities, on the demands of a job, and how to look for a job. This short term course, *Back to Work Workshop for Women*, conducted by local public school adult education program leaders, should be of material help to women who wish to make a transition from home to the world of work.

MONROE C. NEFF, *Director*
Division of Continuing Education

PHILIP B. LANGWORTHY
Assistant Commissioner for
Pupil Personnel Services
and Continuing Education

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Part I

ORGANIZATION OF THE WORKSHOP

INTRODUCTION TO THE WORKSHOP

Today's mature American woman is creating a new image of herself. She is a youthful mature woman—youthful both in appearance and in mental outlook. In 1960 over one-third (34.8 percent) of New York State's women between the ages of 45 and 65 were in the labor force. The need for women in employment continues to rise, and job opportunities for older women are expanding. However, many women who would like to work are not fully aware of their abilities or how to go about finding a job which will make maximum use of their abilities. Some women have never held a job and have no specialized job skills, but their experience as homemakers or volunteers can be put to use vocationally. Some feel that their work skills need sharpening after prolonged absence from a job. However, they do not quite know what to do about bringing these skills up to date for today's job needs. Some are confronted with the dilemma of not knowing whether it is a job they really want, or just a new and challenging role.

These are not unhappy housewives and mothers seeking escape from their families. In many cases they have grown children. Some have recently become widowed and need to support themselves and their families. Some want to help with the family bills, to obtain some "extras" for their families, or to help insure a college education for their children. Some are contributing to the support of aged parents. They are women in their forties and fifties who, in general, can expect to live another 20 or 30 years of reasonably healthy life, and they want those years to be useful and productive.

Our expanding economy requires that an increasing number of mature women enter or re-enter the labor market. The U.S. Department of Labor currently reports that the fastest growing occupations during the next decade will be the professional, technical, service, and clerical occupations, in which the employment of women is high. In 1965, for example, women held 7 out of 10 clerical positions, 5 out of 10 service jobs (except private household), and about 4 out of 10 professional and technical positions. Our increasing population, with its increase in manpower needs, will require that a greater proportion of women fill the manpower gap, particularly in view of the declining unemployment rate among male workers.

Another expected increase in manpower needs is for the subprofessional worker. In many areas, consideration is being given to the question of how

the nonprofessional aspects of many professional jobs can effectively be assumed by persons with less than professional training. This is particularly true in the health services (hospitals, clinics, health centers, nursing homes, laboratories) as well as in social work and teaching—areas traditionally open to women.

The unused talents of many women college graduates are presently a concern of the academic world, and have resulted in an effort on the part of some colleges to encourage former graduates to update their schooling and to make maximum use of the education that took years to acquire.

The Seven College Vocational Workshop, for example, sponsored by Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley, has been offered at Barnard for the past few years to help mature college-educated women reorient themselves to the needs of the labor market and to make productive use of their abilities and education, either vocationally or as citizen volunteers.

A few institutions of higher education, including Hofstra University, New York University, and the New School for Social Research, have offered courses of a similar nature for women with college backgrounds.

In public adult education programs, a few school systems, including those that follow, have offered similar courses for women: Baldwin, Franklin Square, Port Washington, and Rockville Centre (in cooperation with the Nassau County Vocational Education and Extension Board). Courses of a somewhat similar nature have been offered by the Amherst-Snyder Central School and the Mt. Vernon Public School adult education programs, with cooperation from the local Business and Professional Women's Clubs.

Also, in recognition of this need, a number of voluntary organizations and groups have organized and conducted institutes, clinics, and job data surveys. Notable among these are the efforts of B'nai B'rith, the Business and Professional Women's Clubs of New York State, the New York Advertising Club, and the YWCA.

Governor Nelson A. Rockefeller has shown his awareness of this problem by appointing the Governor's Committee on the Education and Employment of Women, to study the problems and make recommendations for the implementation of its suggestions by the State.

During its deliberations, such points as the following were repeatedly made by the committee:

- An increasing number of women desire to re-enter the labor market

and to engage in work of their own choosing so that they may achieve maximum productivity and personal satisfaction.

- These women need encouragement to overcome their lack of confidence
- They need orientation to job opportunities and present-day job requirements
- They need information on existing opportunities for training, retraining, and continuing education.

In its report, dated December 1964, entitled *New York Women and Their Changing World*, the Committee clearly raised the question, "How can State agencies aid in the guidance, retraining, and continuing education of women who may at some time return to the labor force?" The educational offering outlined in this application can be one contribution which the public school is well equipped to make and to offer throughout the State, at a time and place most convenient to those who would avail themselves of it.

DESCRIPTION OF THE WORKSHOP

A 6-session, 2-hour workshop for mature women, providing information on possibilities for entering or re-entering the world of work is envisioned. The workshop might well be offered during the day at hours most convenient for nonworking, mature women. It is suggested that enrollment be limited to 20 students. The course can be expanded, if it seems desirable to do so, to allow more time for some of the areas of discussion.

These workshop sessions will include the following activities:

- Discussion and dissemination of information as to what is involved in a return to work
- Taking self-inventories
- Information about job opportunities, with special attention to the new and developing occupations
- Suggestions on how to look for a job
- Self-employment ideas
- Preparation of a letter of application and resumé

SELECTING THE LEADER

The person selected to conduct this workshop must have a thorough understanding of the motivations and drives of American women of today and their changing role in the labor force. She must have the ability to establish rapport with all of the participants in order to give them a sense of security should they experience any feelings of frustration or insecurity.

In terms of professional competency, the leader should have a background in vocational counseling with adults, either through training or experience. Persons with the necessary professional skills generally can be found in State employment offices; in schools, serving as guidance counselors for adults; in placement offices of business, industry, unions; and, sometimes, in voluntary organizations which provide special counseling services.

For some of the sessions, it will be necessary to obtain the help of specialists, such as representatives of the State Employment Service and personnel directors from local business and industry. This means that the workshop leader should be able to identify local persons who can make valuable contributions to the workshop.

Using Resource Persons

Whenever a resource person is invited to participate, he should be well briefed about the problems and needs of the class members. He should be asked to be candid and realistic in presenting facts about his special field—the opportunities, hazards, requirements, training, and preparation involved.

Speakers should be requested to illustrate their ideas generously with actual situations. They should be told that the workshop members will be looking for specific answers to the questions they raise. Speakers should be encouraged to bring pertinent materials with them for distribution.

PROMOTING THE WORKSHOP

Get the Help of Your Local Newspaper

Make personal contact with a reporter from your local newspaper some weeks in advance of the workshop. Discuss with him the local need for a course of this type and the plans you have developed for it. Try to interest him in writing a series of articles about the workshop. The first such article might relate to pertinent information in the State publication, *New York Women,* using data from the local State Employment Service.

This article might be followed with an announcement describing the workshop and speakers. Stress that this workshop is to be offered during the day when it would be most convenient for nonworking women. Ask the newspaper to publish a registration blank.

During the series of workshops, the newspaper might be willing to prepare a feature story based on the women who are participating.

In all such articles, keep in mind future "course-takers." Have interested persons send in their names for possible future workshops. Also, remember that these articles, in addition to reaching other women, should help in developing a better understanding of the value of hiring mature women by local employers.

Send Out a Flyer

Since this is a new offering, it would also be advantageous to prepare a special flyer for distribution to women's organizations, church groups, and PTA's. Ask the library to post the flyer on its bulletin board, and keep copies on hand for further distribution.

Another Source of Promotion

Discuss this new course offering with the program director of the local radio station. Suggest that he arrange an interview-type program to discuss the community's need for such a course. Encourage him to use spot announcements well in advance of registration, using data given in the flyer.

SUGGESTED FLYER

CAREER WORKSHOP FOR MATURE WOMEN

Something New . . .
Just for You ! ! !

A workshop for mature women
offered by
Name of School
Address of School
Telephone Number
Adult Education Program
of X School System

Are you searching for something different and new?

Perhaps you will find this message "just for you."

Would you like to —

Add to your family income?

Make better use of your talents and skills?

Make better use of your free time?

Prepare for a "second career"?

If your answer to any of these questions is "yes," register for this workshop and get practical advice along with other women who have similar goals.

Registration dates:

CONDUCTING THE WORKSHOP

This workshop has been conceived as an offering in which each participant will try to find a solution to her own problem through purposeful job planning. Assistance will be given regarding resource materials, job-finding information, and job-finding techniques. In addition to job researching for personal use, participants are expected to share their findings, to give others encouragement and, in general, to help one another with constructive criticism and suggestions.

The workshop leader and specialists have the responsibility for helping the workshop members to gain better insights into their own situations by providing information on new and developing manpower needs, by identifying local resources, and by suggesting reference materials that give employment information.

A list of selected references, included in the appendix, might be duplicated for distribution. Reference should be made to these materials during appropriate sessions, and workshop members should be encouraged to seek such free and inexpensive materials.

It is highly desirable to have on hand one or two copies of the *Occupational Outlook Handbook* for convenient reference by members of the group. This publication contains basic, current career information for use in guidance. It is very likely that the school library will have copies.

Where the library has other materials that have been suggested, it would be desirable to borrow them for the use of the group during the workshop.

COOPERATING WITH THE STATE EMPLOYMENT SERVICE

As soon as a school system decides to offer this workshop, the director of adult education should contact the area director of the nearest Area Office of the State Employment Service to seek active cooperation in the following organizational responsibilities:

- Getting recommendations for a possible workshop leader or co-ordinator
- Getting recommendations from the State Employment Service as to the specialists best equipped to help during the sessions suggested in the course outline
- Making arrangements for further vocational counseling and aptitude testing of workshop members by the State Employment Service during or following the workshop where that seems desirable.

Area Offices are located as follows:

Syracuse
State Employment Service
614 James Street, Syracuse 13203
(Covering Buffalo, Rochester, Syracuse, Binghamton)

Albany
State Employment Service
State Campus, Albany 12226
(Covering Albany, Utica, Schenectady, Westchester, and Long Island)

New York City
State Employment Service
370 Seventh Avenue, New York City 10001
(Covering New York City)

Part II

SCOPE OF THE WORKSHOP

Session I

THE PLUS AND MINUS OF A JOB

Topics for Discussion

1. Introduction to the course
   - Nature of the workshop
   - Responsibility of each participant
   - Description of the six sessions

2. Woman's place—job, home, or both?
   - Women in employment
   - Women going back to school for training

3. The meaning of a job
   - Satisfaction derived from work
   - Family considerations
   - Cost factors

4. Taking stock of oneself
   - Worksheet A - A Job and the Family
   - Worksheet B - Taking a Self-Inventory

Suggested Procedures

In this initial contact with the group, every effort should be made to arouse interest and enthusiasm, to stimulate lively participation, and to make each participant aware of her personal responsibility for purposeful planning. It should be made clear that each workshop member is expected to try to find a solution to her particular problem(s) by reading, preparing written assignments, and doing job research. The leaders and specialists will, in turn, provide information and guidance on the maximum use of existing resources. Other than short meetings after class, guidance will be

limited to the workshop discussions. Tell the group that anyone who may be hesitant about raising a question in class should feel free to give the question to the instructor in written form. Answers will be given either individually after meetings, or to the class as a whole without identifying the person raising the question.

Open with a statement about "the changing role of the American woman." After an initial statement, involve the group in a discussion about such questions as the following:

- What do you think about the so-called "feminine mystique"? Is this the common point of view of married women today?
- What are some of the problems encountered by working wives?
- When can a family be penalized by having a working mother?
- Can a career be satisfactorily combined with running a household?

Follow with discussion on the topic "a job and its meaning," raising such questions as:

- What does a job actually provide over and beyond the salary?
- Can these satisfactions be achieved in activities other than paid employment?
- What does one have to give up in accepting a job?

After sufficient, discussion distribute Worksheet A—*A Job and the Family* (see page 15) and explain that finding answers to the above questions may help the group to understand its situation and to make better value judgments. Have the group discuss these and related questions.

Before the close of the meeting, distribute Worksheet B—*A Self-Inventory* (see page 16), which should be filled out during the week and returned, with Worksheet A, at the following session. Instruct the members to include all their experiences, abilities, and vocational skills. Tell them to "dig out" any skills or talents that might have been revealed through hobbies, part-time jobs, or volunteer service.

When self-inventories are brought back to class, they should be carefully studied by the workshop leader, who must realize that at this point, most of the participants will not know for which field they are best equipped, or which they really wish to enter. Many will have limited work experience and training. Some who worked earlier in life may not want to return to

their former employment. While they do not aspire to major careers, they do not desire to take a routine job merely for the sake of having a job.

At a later date, members of the group should be asked to fill in Worksheet B a second time. The answers on this second sheet may show significant changes resulting from their new understanding of their aspirations, abilities, and potentialities. Before the termination of the course, these self-inventories should be returned to the participants with written suggestions by the leader, regarding occupational pursuits and job possibilities. This personal inventory should make it easier for the participants to do job researching without wasting time.

WORKSHEET A

A JOB AND THE FAMILY

If you are thinking about obtaining a job, you would do well to weigh the advantages against the disadvantages of such a venture. This may start you thinking about the following:

What does your husband think about your working?

- Will he think that your working might reflect on his ability to provide adequately for his family?
- Would a job place you in competition with him professionally or otherwise?
- Does he expect you to devote your evening hours to the discussion of problems or situations which he encounters on his job?
- Would he be willing to share in the home responsibilities?

What effect would your working have on your children?

- What do they think about your taking a job?
- Are they old enough to manage for themselves after school without supervision? If not, can you find dependable supervision for them?
- Is their health good?

How do you feel about your working?

- How much time can you really spare for a job?
- Are you going to be able to spend as much time with your children as you believe you should?
- Have you enough energy to put in a full day's work, and then come home at night and give time and attention to your youngsters?
- Are you likely to earn enough to enable you to hire capable help for the housework? Is such help readily available?
- What about the family dinner? Will you be able to cope well with that responsibility?
- Do you really want a paying job or simply some new and interesting challenge?

WORKSHEET B

A SELF-INVENTORY

Name _____

Address _____

Education _____

_____

On-the-job training (if any) _____

_____

_____

Spare time activities and hobbies _____

_____

Health _____ Any physical limitations _____

_____

Name fields of work which appeal to you _____

_____

Paid jobs held	Date	Description
_____	_____	_____
_____	_____	_____
_____	_____	_____

Volunteer jobs held	Date	Description
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other comments _____

_____

Session II

CURRENT EMPLOYMENT SITUATION

Topics for Discussion

Current employment opportunities (part-time, full-time) at skilled, paraprofessional, and professional levels where shortages exist, and where there is likely to be continuous recruitment

Suggested Procedures

This session requires direct assistance from the State Employment Service. In order to identify the person best equipped to discuss this topic, seek the advice of the area State Employment Service (location given on page 10). The person who agrees to make this presentation should be well briefed (see page 6). He should be asked to focus on local and area employment needs, keeping in mind the particular potentialities of the workshop group. His presentation should include:

- The role of the State Employment Service and its functions in respect to job counseling and vocational testing
- Local and area employment opportunities, including the demand occupations and new and emerging types of jobs; descriptions of tasks associated with these jobs, the general qualifications for them, and the physical demands of such jobs

  For example: Market Research Field Interviewer

  Work in: Market research agency; market research department of advertising agency; government (labor statistics)

  Duties: Obtains, for research purposes, information regarding topics of public interest—radio and television programs, consumer products—by conducting individual interviews with

the general public or selected groups, using a prepared questionnaire, and recording reactions to inquiries. Interviews may range from the simple checklist questionnaire to the more complex depth interview. Interviews by telephone.

Qualifications: High school or college graduation; physical stamina for considerable walking, standing, climbing of stairs; ability to establish rapport with individuals of diversified backgrounds; ability to present questions tactfully and to elicit meaningful responses; ability to work under pressure in order to meet deadlines.

- Need for updated skills

In planning the discussion on self-employment, obtain suggestions and materials from the many valuable publications of the Woman's Program of the New York State Department of Commerce. If possible, try to get a specialist from that agency to present this subject. In briefing such a person, be sure to indicate the amount of time allocated for this part of the session.

Ask members to research specific jobs; then pool their findings. This involves finding out which business firms and agencies have a need for specific skills or abilities and then conferring with the proper person to get up-to-date information on existing and future job opportunities.

Before workshop members leave, collect completed Worksheets A and B. These should be carefully studied by the workshop leader for the purpose of giving advice and recommendations regarding job possibilities.

WORKSHEET C

ASSESSING YOUR SKILLS

Frequently hobbies or personal interests can be made to pay off. This worksheet may help you to do a bit of vocational self-analysis. Check those areas for which you may have a natural flair or with which you have had some experience. You may find "gold" in this worksheet.

HAVE YOU A FLAIR FOR BUSINESS SERVICES?

___Accounting (small accounts)
___Credit investigating
___Typing
___Duplicating services
___Secretarial services
___Country real estate
___Telephone soliciting
___Fund-raising
___Selling insurance
___Marketing research

HAVE YOU A FLAIR FOR SEWING?

___Custom millinery
___Upholstering, making slip covers, draperies
___Dressmaking
___Knitting
___Alteration center
___Shirt hospital, darning, weaving
___Patch quilts and spreads
___Hand-sewn children's clothes, blouses, handkerchiefs

HAVE YOU A FLAIR FOR HOME SKILLS?

___Housekeeping
___Practical nursing
___Child care
___Nurse's Aide

HAVE YOU A FLAIR FOR HOME BEAUTIFICATION?

___Interior decorating
___Antiques
___Lamps and lampshades

HAVE YOU A FLAIR FOR WRITING?

___Magazine writing
___Editing
___Research
___Ghostwriting
___Copy for advertising brochures
___Columns for local newspapers

HAVE YOU A FLAIR FOR TEACHING?

___Substitute teaching
___Adult education classes
___Home classes
___Private tutoring

HAVE YOU A FLAIR FOR COOKING?

___Health foods (for special diets)
___Homemade candy
___Catering and casseroles
___Food specialties (jams, cakes, jellies, cheeses, smoked products)
___Food processing

HAVE YOU A FLAIR FOR WORKING WITH BIRDS, FISH, OR ANIMALS?

__Raising and selling puppies, birds, fish
__Pet shop
__Boarding, washing, and training pets
__Hatcheries—rabbits, frogs, bees, turtles
__For raising animals

HAVE YOU A FLAIR FOR THE CRAFTS?

__Ceramics (decorative objects for the home)
__Plastics (innumerable kinds of objects for home and business)
__Metal work (costume jewelry, novelty, hardware, lamps)
__Weaving (rugs, scarves, hand-woven tweeds and textiles)
__Leather

HAVE YOU A FLAIR FOR "TINKERING"?

__Fixit shop
__Radio repair shop
__Bicycle repair shop
__Toy and doll hospital

HAVE YOU A FLAIR FOR DRAWING?

__Greeting cards
__Posters
__Stenciling
__Art work for printers
__Designing "ads" for local stores

HAVE YOU A "GREEN THUMB"

__Potting plants
__Raising garden plants for early spring sale
__Designing winter bouquets
__Preparing herbs
__Growing berries
__Freezing home-grown foods

Now look over your talents and skills and try to get help from specialists on such questions as:

- Do any of these skills suggest possibilities for a job in local business or industry? Do they suggest possibilities for self-employment? If so, how much capital would be required?
- How can I find out if there is a local need or demand for such an object or such a service?

Session III

JOB MART

Topics for Discussion

This session affords an opportunity to consult with representatives from local or area business organizations which employ many persons in a variety of jobs.

Suggested Procedures

Invite as many as possible of the area's business, industrial, and professional organizations to send personnel directors or managers to this meeting with a view to discussing job opportunities with interested members of the workshop. In all likelihood, these business firms or organizations will be glad to accept such an invitation and will regard it as good public relations as well as an excellent opportunity to do recruiting. The representatives who have been invited should be briefed on the objectives of the particular session they will attend, as well as the course in general. They should be asked to describe job opportunities in their organizations and the minimum qualifications for such jobs. Suggest that they bring application blanks with them and be prepared to recruit if a candidate appears who is qualified and interested in a position.

Assign each of the representatives to a separate room for the purpose of interviewing or, if space does not permit this, allocate a separate area in one large room to each.

Workshop participants should be encouraged to "shop around" and talk to persons from those business firms or agencies in which they have an interest or curiosity.

After this session participants should be told they ought to start "digging"—doing job research and reading materials suggested in the appendix of this bulletin.

Session IV

HOW TO LOOK FOR A JOB

Topics for Discussion

1. How to find a job
   - State Employment Service
   - Commercial agencies
   - Want ads
   - College placement offices
   - Unions or professional associations
   - Self-initiated interviews (identifying firms through Classified Directory)
   - Civil Service Department—local, State, Federal
2. Writing letters of application
3. Preparation of resumé
4. Preparation for an interview
   - Having information ready on the following:
     - Past experience and education
     - Specific and related skills
     - Reason for leaving last job
     - References (names and addresses)
5. The job interview
   - Promptness
   - Importance of grooming
   - Attitude toward the interviewer
   - General behavior and speech

Suggested Procedures

It is desirable to arrange to have the help of a personnel director for this, as well as the following session, to discuss such topics as letters of application, resumés, and job interviews.

For purposes of illustration, have on hand a generous number of want ads, publications of commercial agencies, and publications of the State Employment Service.

Open the session with a discussion of ways to look for a job, stressing individual resourcefulness in "creating" a job. Give instructions on writing a letter of application and resume, utilizing the State Employment Service publication, *Guide To Preparing a Resumé*, as a reference, Distribute copies of the latter.

Have the personnel director discuss (1) how employers screen letters of application; (2) what constitutes a good letter of application and resumé; and (3) what employers look for in an interview.

If time permits, practice in job interviewing can be achieved through role playing, using the personnel director as the "employer" interviewing several "applicants" for a given job.

This should be followed with comments from the workshop members as to which of the applicants is most likely to be hired. The "employer" should then be asked to comment. Further opportunities for experience in being interviewed should be given during the next session.

Before the close of the session, ask the participants to prepare during the week, either a letter of application or a resumé. These should be brought in for discussion and evaluation the following week.

Session V

APPLYING FOR A JOB

Topics for Discussion

Criticisms of and suggestions on letters of application and resumés
Further job-interview demonstrations

Suggested Procedures

Carefully plan the time to insure that each participant has a chance to get direct assistance with her letter of application and being interviewed. Once again you might enlist the aid of a personnel manager.

During the first part of the session, have each participant read her letter of application. This should be followed by comments from the consultant as well as from the group. Participants should then be asked to revise their original letters.

After all participants have had personal help, the remainder of the session should be devoted to a continuation of role playing in job-interview situations.

Session VI

REPORTS ON JOB RESEARCHING

Topics for Discussion

Individual reports on job researching
Evaluation

Suggested Procedures

This last session should be planned so that each workshop member has an opportunity, during the 2 hours, to discuss her efforts at job researching and her plans for getting a job.

Some of the women may have come to the conclusion that they do not really want a job, but merely a change from the "sameness" of everyday living. Some may find they would like to go back to school and complete a high school or college education; some may wish to enroll in adult education personal enrichment courses. Others may want to become involved in some interesting and challenging volunteer work.

For these women it might be desirable to think in terms of one or two other short-term courses, such as *Continuing Education for Women* or *Service as a Volunteer*. The first-mentioned course would deal with the various opportunities provided by colleges to encourage women to return to the campus, and the many public school adult education programs sponsored by the Federal government through the Manpower Development and Training Act.

By the end of the workshop, it may also become evident that some of the women in the office occupations would benefit from short, intensive refresher training in such subjects as shorthand, new accounting methods, and computer operation. In such cases, the school should make every effort to follow through with the needed short-term training.

It is helpful to know the degree to which individuals have benefited from participation in any course or workshop. Take time, therefore, to have the evaluation sheet, Worksheet D, (see page 26), filled out and returned. Also, arrange to have participants send back the suggested followup card, (see page 28) at a specified date, reporting on their developments six months after the completion of the workshop.

WORKSHEET D

EVALUATION OF WORKSHOP
(To be filled out during the last session)

NAME _____

ADDRESS _____

My primary reason for taking the workshop was to get help regarding: (Check correct answer(s)).

__job opportunities
__how to look for a job
__how to write a letter of application
__other matters

The workshop helped me:

__none
__some
__a little
__a great deal

More specific comments regarding the above: _____

_____

_____

_____

_____

_____

Part III

APPENDIX

FOLLOWUP REPORT

(To be mailed on _____ _____ _____)
(month day year)

Re: Participation in *Back to Work Workshop for Women* (six months later)

I should like to report the following developments:

_____

_____

_____

_____

_____

Name _____ Address _____

STAMP

Name of Workshop Leader

_____

_____

(address)

_____

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SELECTED REFERENCES

JOB HORIZONS

Free Materials Available From New York State Agencies

New York State. Department of Commerce. Women's Program (Career Articles). 230 Park Ave., New York, New York or 112 State St., Albany, New York.

__*Applying for your first job*, by Mrs. Gertrude H. Freese. The Department

__*Careers for women with business degrees*, by Edwina B. Hogadone. The Department.

__*Careers in the travel business*, by Dorothy Marsh. The Department.

__*Careers for young women in banks*, by Ruth F. Irish. The Department.

__*Careers—home economists here and abroad*, Helen G. Canoyer. The Department.

__*Expanding opportunities for women in life insurance*, by Betty S. Martin. The Department.

__*Homemakers! Reap rewards in retailing*, by Karen R. Gillespie. The Department.

__*More careers for women in fashion*, by Mrs. Dorothy L. Wallis. The Department.

__*Real estate as a career for women*, by Mrs. Josephine G. Schaefer. The Department.

__*The lure of librarianship*, by Helen Vandervort. The Department.

__*Jobs for women in mental health*, by Mrs. Margaret M. Farrar. The Department.

(Job Horizons Series)

__1c *Pointers on how to apply for that all-important first job*, by Miss Allalee A. Babbidge. The Department.

__5 *Careers for women in technical writing*, by Mrs. Florence R. Smith. The Department.

__9 *Careers for women in engineering*, by Mrs. Anna Longbardo. The Department.

__20 *Opportunities for women in New York State government*, by Ersa H. Poston. The Department.

__23 *Advertising as a career for women*, by Lucene Fergus. The Department.

New York State. Department of Commerce. Women's Program, 230 Park Ave., New York, New York or 112 State St., Albany, New York.

__*102 ideas for a business of your own*. The Department.

__*Marketing a home product*. The Department.

__*Sales appeal in needlework*. The Department.

__*So you want to be a caterer*. The Department.

__*Nimble thimble shop*. The Department.

__*Kitchen fixin's shop*. The Department.

__*Art of needlework shop*. The Department.

__*The order of your appearance*. The Department.

__*Job horizons for New York State women*. The Department.

(Business Service Series)

__2 *On the joys and sorrows of running a gift shop*, by Ruth Jones. The Department.

__3 *Home secretary service*, by Clorinda Rivette. The Department.

New York State. Executive Department. Albany, New York.

__*New York women . . and their changing world*. The Department.

New York State Department of Labor. Division of Employment. 370 Seventh Ave., New York, New York.

__*Are you a woman looking for a job?* The Department.

__*Guide to preparing a resumé*. The Department.

__*How to get and hold the right job*. The Department.

__*How to sell yourself to an employer*. The Department.

__*Unemployment insurance facts for workers*. The Department.

__*The untapped pool of labor*. The Department.

__*Are you shutting yourself off from one fourth of the labor market?* The Department.

__*Old—Or just mature?* The Department.

__*Old is "old hat."* The Department.

__*Job tests—a yardstick for hiring*. The Department.

New York State. Civil Service Department. State Campus, 1200 Washington Ave., Albany, New York.

___*Looking for a job?* The Department.
___*Careers for college graduates in New York State.* The Department.
___*Your career in public welfare.* The Department.
___*Your invitation to a career in social work in New York State.* The Department.

New York State. Education Department. Albany, New York.
___*Making teaching your career.* The Department.
___*A college education plus preparation for teaching.* The Department.
___*A career for you.* The Department.

New York State. Department of Mental Hygiene, Office of Community Mental Health Services. 240 State St., Albany, New York.
___Career leaflets for jobs: *Attendants. Nurses. Occupational therapists. Recreation instructors. Psychiatrists. Clinical psychologists. Social workers.* The Department.

New York State. State Commission for Human Rights. 270 Broadway, New York, New York.
___*Equal rights in New York State.* (jobs, housing, and public places). The Commission.

Free and inexpensive materials available from non-State agencies. Superintendent of Documents. U.S. Govt. Ptg. Off. Washington, D.C.

___*Career guide for demand occupations.* The Department. 30¢.
___*Occupational outlook handbook.* 1963-64 ed. The Department. $4.75.
___*Occupational outlook quarterly* (Monthly Magazine). The Department.
___*Teaching opportunities, a directory of placement information.* 25¢.
___*You can get that job.* (Maturity is an asset) The Department. 10¢.
___*Memo on job finding for the mature woman.* The Department. 5¢.
___*Today's woman is tomorrow's world.* The Department. 50¢.
___*Job finding techniques for the college woman.* Leaflet 27. The Department. 10¢.

U.S. Department of Labor. Woman's Bureau. Washington, D.C.
___Careers:
Part-time employment for women. The Department. Free.
Professional engineering. The Department. Free.
Science futures for girls. The Department. Free.
1965 Handbook on women workers, Bulletin 290.

Alumnae Advisory Center. 541 Madison Ave., New York, New York.
24 jobs for the liberal arts major. 25¢.

American Association of University Women, Educational Foundation, Inc.
New careers for women, 1970-80.

Federation Employment and Guidance Service. Richard J. Bernhard Memorial Library. 215 Park Ave. S., New York, New York. *Resources for the employment of mature women and/or their continuing education* (A selected bibliography and aids). 35¢.

Institute of Life Insurance. Woman's Division. 277 Park Ave., New York, New York.
__*Working women . . who are they?* Free.
__*Your financial worksheet* (A guide for women returning to the job world). Free.

Changing Times Reprint Service. 1729 H St. NW., Washington, D.C., *Reference source for job hunters.* 35¢.

New York Life Insurance Co. Career Information Service. Box 51, Madison Square Station, New York, New York. *Career opportunities* (56 booklets on careers written by authorities in their fields). Free.

Rochester Institute of Technology. 65 Plymouth Ave., S. Rochester, New York. *Vocational Guidance Series.* Free.

National Education Association. 1201 Sixteenth St. NW., Washington, D.C. *Public teaching—opportunities for women college graduates.* Free.

Catalyst in Education. 45 Labbe Ave., Lewiston, Maine. *Teaching: A national directory of preparation programs for women college graduates.* $1.

American Home Economics Association. 1600 20th St. NW., Washington, D.C.
__*Home economics offers you a career in social welfare or public health.* 15¢.
__*Unfold your future in home economics.* Free.
__*A career in home economics extension . . A diamond in your life.* 10¢.
__*Home economics career wheel.* Free.
__*Career opportunities in home economics in business.* 35¢.

Community Service Society. 105 East 22 St., New York, New York.
__*Careers in social work.* Free.

___*Social case work—What it is.* Free.

___*Questions and answers about social work.* Free.

Committee on Nursing. National League of Nursing. 2 Park Ave., New York, New York.

___*Careers in nursing.* Free.

___*Nursing—a profession for you.* Free.

American Institute of Certified Public Accountants. 270 Madison Ave., New York, New York. *Accounting may be the right field for you.* Free.

American Association of Advertising Agencies, Inc. 420 Lexington Ave., New York, New York. *The advertising business and its career opportunities.* 10¢.

Young Women's Christian Association of the United States of America. Bureau of Communications. National Board of the Young Women's Christian Association. 600 Lexington Ave., New York, New York. *Vistas for women.* Free.

BOOKS

Cussler, Margaret. *The woman executive.* New York. Harcourt Brace. 1958. $3.95.

Cooper, Joseph D. *A woman's guide to part-time jobs.* Garden City, New York. Doubleday. 1963. $4.50.

Edlund, Sidney. *Pick your job and land it.* New Jersey. Prentice-Hall, Inc. 1940. $4.95.

Forester, Gertrude. *Occupational literature:* An annotated bibliography. New York. H. W. Wilson Co. 1964. $4.95.

King, Alice Gore. *Career opportunities for women in business.* New York. Dutton. 1963. $4.50.

Leeds, Gertrude. *How to get your first job.* Washington, D.C. Atlantic Book Co. 1958. $1.

Munzer, Martha E. *Unusual careers.* New York. Knopf. 1962. $3.

Whitcomb, Helen, & Lane, Rosalind, *Charm: the career girl's guide to business and personal success.* New York. McGraw-Hill Book Co. 1964. $6.95.

Winter, Elmer. *A woman's guide to earning a good living.* New York. Simon and Schuster. 1961. $4.95.

Wykoff, Marguerite. *Occupational planning for women.* New York. Harpers. 1961. $5.

JOB TRAINING, GUIDANCE, AND OPPORTUNITIES FOR CONTINUING EDUCATION THROUGH PUBLIC SCHOOL ADULT EDUCATION*

*Excerpted from a report prepared by Dorothy Dawson, Elizabeth Ewell, Blanche Nechanicky, Henrietta F. Rabe. State Education Department, Albany, New York 12224

ADULT SECONDARY EDUCATION

Adult education classes at the high school level have increased rapidly in recent years owing to the trend of establishing the high school diploma as a minimum educational requirement for initial employment. Most of the many thousands of persons enrolled in these classes in New York State last year were women.

Many public schools offer two or more routes to qualifying for a high school diploma through adult education. One route is by passing examinations conducted by the school for each required subject. This method best meets the needs of a person who already has accumulated some high school credits. The Board of Regents recently authorized 65 percent as the passing grade for all Regents Examinations, including those taken by adults in accelerated classes.

A second plan of qualification comes through the high school equivalency testing program.

High School Equivalency Testing Program

The diploma which can be obtained through this program is the legal equivalent of a diploma issued by a high school and, as such, is of value to an adult who wishes to qualify for certain types of employment or for promotion. It may also meet minimum requirements for entrance into some colleges in New York State. Individual colleges should be contacted for specific requirements.

Age qualifications:	Twenty-one years of age or over, or 18 years of age and out of school for two full years.
Residence:	Must be a bona fide legal resident of New York State.
Areas of study:	The five tests of the battery cover the five subject areas usually found in the high school curriculum: grammar, social studies, natural science, English literature, general mathematics.
Fee:	$6.
Testing agencies:	Thirty testing agencies located throughout New York State offer these examinations at regularly scheduled intervals.

Application procedure:	Applications may be obtained from the principal (or counselor) of the nearest high school. Application must be signed in the presence of the principal (or counselor) who will send the application and fee to the testing agency at which the applicant wishes to be tested.

New York State Regents High School Diploma

An applicant who earns a New York State High School Equivalency Diploma can also earn a State Regents High School Diploma by passing, with satisfactory grades, Regents examinations or their equivalent, in:

- English comprehensive
- American history and world backgrounds III or American history II and world history
- A major sequence of three units in an elective field

College Proficiency Examination Program

This provides persons who lack formal educational requirements but who have acquired extensive experience and knowledge in other ways to demonstrate their grasp of academic and professional content.

Anyone who believes he is proficient in one or more of the common fields of college study may take the College Proficiency Examination.

Age limit:	None
College Credit:	Amount of credit that may be earned by examination will be determined by each institution.
Degree:	The New York State Board of Regents has recommended that no more than half of the credits required for a degree be granted on the basis of examination alone.
Examples of areas of study:	College Proficiency Examinations are available in such subjects as: American history, American literature, biology, calculus A, calculus B, chemistry, economics, educational psychology, European history, freshman English, French, German, Italian, Russian, Spanish, physics, Shakespeare, tests and

measurements, Western civilization. Write to the New York State Education Department for a complete listing.

Fee: $15 for each examination.

Institutions: Many New York State colleges and universities have agreed in principle to the idea of granting credit for satisfactory performance on the College Proficiency Examinations. Policies vary and the individual colleges should be contacted for credits to be allowed.

Teaching certificates: Individuals who hold a baccalaureate degree or foreign equivalent and wish to teach may satisfy some of the certification requirements by examination. Passing scores determined by the State Education Department will be accepted in lieu of course credit to satisfy requirements in general education, in the teaching field, and in professional education. No examination is contemplated to replace the practice teaching experience.

Certified teachers may also use the examinations to meet some requirements for permanent certification or to extend certification to a second subject. For further information write to Certification Unit, Division of Teacher Education and Certification, New York State Education Department, 800 North Pearl St., Albany, New York 12204.

BUSINESS AND OFFICE EDUCATION

Interest and participation in adult business education has increased to the point where it is an important part of most public school business programs. At the present time courses are offered in almost every phase of modern business.

A few of the specific occupations for which adults are prepared include:

Bookkeeper
Bookkeeping machine operator
Clerks in trade
File clerk
Hotel clerk
Insurance clerk
Mail clerk
Office machine operator
Payroll clerk
Receptionist and information clerk
Secretary
Stenographer
Stenotype operator
Telephone operator
Ticket agent
Typist
Varitypist

DISTRIBUTIVE EDUCATION

The program in distributive education is designed to prepare adults for initial employment in the distributive occupations, upgrade present employees for new and better jobs, and retrain workers who are returning to the field. The program is offered at times most convenient for enrollees—mornings, afternoons, evenings, on weekdays and Saturdays. Programs are made available through local school districts and are housed in schools, offices, and stores, as well as in other places appropriate for instruction, such as libraries, chambers of commerce, factories, and service clubs. In some schools classes are offered at no cost, while at others there is a small registration fee for the cost of instruction and/or materials and supplies.

Distributive education courses include the following:

- Advertising
- Business management
- Buying and merchandising problems
- Credits and collections
- Insurance
- Preseasonal employee training
- Real estate
- Retailing

HOME ECONOMICS EDUCATION

Persons who may benefit from employment preparation in home economics at the adult level include adults who must remain at home, yet want to capitalize on personal skills to increase family income; adults whose responsibilities are reduced and who now seek regular employment; and those who are regularly both wage earners and homemakers and are interested in improving present skills or in gaining new ones.

The employment preparation program will focus on the needs of adults and the home-related occupations available in the local district. The purpose of the program is to provide training that will help those who:

- have ability to advance in the occupational area in which they are employed but need additional education
- need to improve skills used in present jobs
- need new or additional skills to adjust to technological changes in their occupational area
- are presently employed in jobs which are becoming limited or obsolete as a result of changes in production methods, international markets, consumer demands, and general economic conditions
- are interested in entering the labor market but have no basic preparation for employment

Some occupations using home economics knowledge and skills that have been identified for adult employment preparation are listed below. Others may be found by exploring possibilities in the local community:

- Child care center worker
- Clothing alterer
- Clothing maintenance specialist
- Companion to an elderly person
- Food service worker
- Homemaker's assistant
- Hotel and motel housekeeping aide
- Management aide in low rent housing project
- Visiting homemaker

MANPOWER DEVELOPMENT TRAINING PROGRAMS

A program for the training of unemployed and underemployed workers, and a broad program of research in the field of manpower have been established by the Manpower Development and Training Act of 1962. Since it is a landmark in domestic economic legislation, the Act is of interest not only to those directly affected, but to all Americans.

Responsibility for the development of MDTA training programs is shared by the New York State Department of Labor and the New York State Education Department. The Labor Department is responsible for determining the need for recruiting trainees and for assisting in their placement upon completion of training. They are also responsible for subsistence payments and share the responsibility of approving programs with the State Education Department. The State Education Department is responsible for the training programs.

The Act provides a program for the training of workers for job opportunities that have been found through research and other means, such as labor market surveys. Individuals are selected for programs who are in one of the following categories:

- unemployed (includes members of farm families with less than $1200 annual net family income)
- working below their skill capabilities
- working substantially less than full time
- will be working less than full time or will be unemployed because their skills have become, or are becoming obsolete, or
- are between the ages of 16 and 22 and in need of occupational training and further schooling

Before training is undertaken, however, it must be determined that:

- these workers cannot reasonably be expected to get appropriate full-time employment without such training and
- there is reasonable expectation of employment in the occupation for which the worker is to be trained

There is no cost to trainees for any training received under the Act. At present, 100 percent of the operating cost of training programs for unemployed persons is paid by the Federal Government through the Department of Health, Education, and Welfare. After June 30, 1966, however, the Federal Government will pay 90 percent of the cost of the program, and the remaining 10 percent will be paid from other funds. Many workers enrolled in training programs under the Act will be eligible for allowances under certain conditions. Special counseling services are available to trainees.

Some MDTA areas in which women are enrolled include:

Bookkeeping machine operator
Cashier
Grocery checker
Nurse's aide
Practical nurse
Stenographer
Teacher
Typist

OPPORTUNITIES FOR INDEPENDENT STUDY

State University of New York, Albany, Office for Continuing Education. *Independent study catalog*. 1967.

City University of New York. *University of the air catalog*. 1968.

This booklet is published primarily for use in the schools of New York State, and free copies are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224.